***Things Fall Apart***

**Syllabus and Course Outline**

**Lesson 1:** **Intro to *Things Fall Apart* and Chinua Achebe ( 2 days)**

Day 1: Who is Chinua Achebe? Go over interview with Achebe. Discuss his biography and the time in which he was writing.

Where is Nigeria? How has it and Africa evolved in Maps over the last 100 years?

Day 2: Intro to unit outline/essential question and course materials (Journals, quizzes, guest speakers, and projects.) Discussion of power, generate class definition.

Journal #1 “What does power look like to you? Where have you seen it used for good in your family and in society? Where have you seen it used for evil?”

Assign first reading p. 1-25

**Lesson 2: Ibo Peoples Then and Now (2 days)**

Day 1: Intro to Ibo People: Pass out Ibo packet (text and pictures)

Students will fill out worksheet as they go through packet. Sample question, “What are the main characteristics of family in Ibo culture? Who would you predict has the most power in that culture?

Testimony of modern day Nigerian girl- How is her life like/dislike a modern girl’s in America?

Day 2: Ibo Artifacts Box from Multicultural Center and Guest Speaker- How do the artifacts in the box relate to American cultural artifacts?

Notes on Guest Speaker

**Lesson 3: The Beginning (1 day)**

Daily Quiz

Intro to William Butler Yeats’ “The Second Coming” and its historical context (foreshadows imperialism). Why would Achebe begin the book with this poem? What does this poem say about power?

Discussion of poem and its allusions.

Freewrite; “How does the poem enforce or change what you have read in the book so far?

Discussion of journal quotes and reflections.

Assigned Reading: p.26-45.

**Lesson 4: Family Tree**

Daily Quiz

On a huge piece of white butcher paper the class will construct a family tree of the village families and main characters.

Each student will pick a character that they like and pick two quotes that they think epitomizes that character and do a freewrite on why they think so.

The students will pair up and share with a partner their quotes and pick one to share with the class later. Then students will type up their quote (decorate it if they want to) and paste it by the name of their character.

Assigned Reading: p.46-74

**Lesson 5: Power Tree**

Daily Quiz

Each student will share their quote and reasons why they picked it with the class.

Discussion of character traits and interactions based on key questions.

Then the class will do a Power Tree of village families and main characters. Discussion

Journal Entry- “What are the differences between the Family Tree and the Power Tree? What does this tell us about how power works in Umuofia? Where did your character fit into both trees?

Assigned Reading: p.75-94

\*\*\* Lessons on pgs. 95-125\*\*\*

**Lesson 6: British Imperialism in Africa (2 days)**

Day 1:

Daily Quiz

Intro to British Imperialistic ideology

Intro to the Colonialization of Africa (aka through missionaries) What is a missionary?

Why did European nations think that they could carve Africa up?

Mini Reflection on Part 1-2 pages, typed, informal essay:

“What do you like so far about this book and why? What bothers you? What do you think will happen in Parts 2 &3?”

Day 2: Adjectives of Power

Daily Quiz

Review of where white people have showed up in the book so far

Interview with Achebe.

Work on essay, share with partner and then whole class.

Journal Entry: What has the shift of power been like so far? If you could pick one adjective to describe the transition what would it be? Pick one quote to support your ideas.

Assigned Reading: p. 126-147

**Lesson 7: African and American Colonialism**

Daily Quiz

Discussion of Journal

Close Reading of p. 144-146

Intro to Phillis Wheatley and review of colonial America

Read “On Being Brought from Africa to America”

Discussion

Journal Entry- Pick two quotes

Assigned Reading: p. 149-167.

**Lesson 8: Things start to fall apart- “Rainbow Country” and Africa**

Daily Quiz

Review of journal and Wheatley poem

Intro to Songs –freewrite (5 min)-“Do you know who Bob Marley is? What is your favorite song by him? If you don’t know any songs, how would you summarize his musical message?

Share out about his message

Listen to “Rainbow Country” and think about how this might relate to Okonkwo finally returning home.

Discuss responses.

Journal Entry- Construct a mini Power Tree of your own in Okonkwo’s family. Is the structure still the same? Do the members of the family still treat each other the same?

Assigned Reading: p.171-183.

\*\*\*Missing lessons – 2 days of reading\*\*\*

**Lesson 9: Possible Redemption?**

Daily Quiz

Review Journal/Discussion

Close Reading of Chapter 22

Listen to Bob Marley’s “Redemption Song.”

Journal Entry and Exit Discussion- “What is redemption to Bob Marley?” What does it seem to be for Okonkwo? Is there power in these men’s words and deeds? If so, what kind? Does Okonkwo feel like he has been redeemed?”

Finish Book

\*\*\*Lesson here on end of the book\*\*\*

**Lesson 10: Out of Africa**

Journal Discussion

Review Ending

Where do we go from here?

Discussion

Review Nigerian history? – Was power ever stable? Was Achebe predicting the future of not just Nigeria but Africa?

What about the rest of Africa?

Read excerpt from Paton’s *Cry, the Beloved Country*.

How are these two texts similar? What are they saying about power dynamics in Africa? Is there an answer?